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Papers on Education.



PAPERS ON EDUCATION.

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EDUCATIONAL PAPERS.

I. MISSION SCHOOLS IN THE N.-W. PROVINCES.

THE education of forty millions of people is a work not to be lightly regarded—a work deserving the constant and patient attention of Government, and of all others who are in a position to lend assistance. Philanthropy, philosophy and policy—to say nothing of other motives—emphasize the importance of multiplying schools of all grades. As one takes up the General Reports on Education published by the Director of Public Instruction, and glances through them, he is disappointed to find that, comparatively speaking, so little progress is being made in educational matters in these Provinces. The following table gives a comparative statement for the past four years, the first column showing the number of scholars in Government and aided schools and the second column the number of scholars in indigenous (unaided) schools :—

				<i>Total</i>
1882-83	...	233,073	?	... 233,073 +
1883-84	...	246,987	68,305	... 315,292
1884-85	...	241,444	79,443	... 320,887
1885-86	...	251,192	78,862	... 330,054

As will be seen from the general tables a very small part of this increase is in Government schools.

The hopes that were entertained by many a few years ago, when the Educational Commission made its Report, that greater attention would be given to *primary* education have not been fulfilled. It would be interesting to know the rate of progress (or decrease) in these Provinces in the matter of primary schools ("lower education") during the past four years, but unfortunately the Director's statistics on this point are incomplete. During the year 1883-84, advance was made; but in the following year a new mode of classification was introduced by which some classes which had previously been included in "lower education" were placed under the heading "secondary education," and hence no comparative statement can be given. It is feared that, in spite of the recommendation of the Educational Commission, too little attention is given to elementary schools. These are regarded by some Educational officers as an out-and-out failure, and evidently they have no ardent advocates in any quarter: admittedly they are not easily inspected, and, knowing this, the teachers are apt to fall into habits quite the opposite of industrious: still when all is said, one can but feel that these village schools are in the highest sense a necessity. The "sturdy lad from New Hampshire or Vermont," ("Nowsaree or Gandevi") doubly immortalised by Emerson and Mr. Ginwalla, in spite of his uncouth appearance as he stands at the entrance of the educational race, often outstrips his city competitors, who, for various reasons, have less pluck and perseverance. If a comparison could be made the result in India, as elsewhere, would show that many a strong man distinguished in the highest walks of life counts some humble village as his earliest home. The Government cannot afford to neglect its village schools.

In this educational work Missionaries of various churches, representatives of different lands, England, America and Germany, have for many years taken an active part. The following table, carefully compiled after extended correspondence, gives the educational statistics of the various Missions in the North-West Provinces for 1886:—

Missions.	SCHOOLS FOR MALES.			SCHOOLS FOR FEMALES.			TOTAL.		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils	Schools	Teachers	Pupils
American Methodist Mission ...	279	476	10,281	182	220	4,228	461	696	14,509
Church of England Mission ...	30	207	4,171	15	37	686	45	244	4,857
American Presbyterian Mission	28	86	1,917	40	28	935	68	114	2,852
London Missionary Society	16	97	1,791	27	38	748	43	135	2,539
Wesleyan Do. Do.	15	40	1,291	9	10	201	24	50	1,492
Gospel Propagation Society	8	26	720	2	5	66	10	31	76
Baptist Mission ...	8	17	356	..	...	...	8	17	356
Lutheran Mission ...	1	12	300	...	...	...	1	12	300
American Union Zenana Mission	...	...	...	62	50	1,200	62	50	1,200
Indian Female Normal School Society ...	3	4	82	27	39	700	30	43	782
Church of England Zenana Mission ...	...	...	...	11	17	260	11	17	260
Total ...	388	965	21,009	375	444	9,024	763	1,409	30,033

It is a significant fact that the Mission first named in the above list, representing the Methodist Episcopal Church, has almost as many teachers and pupils as all the other Missions combined. The educational policy of this Mission is vigorous, and every year witnesses a marked increase in the number of its schools and scholars; and while it has not possessed the financial ability to open colleges as some of the older Missions have done, it has built up two very flourishing orphanages and a number of high schools both for European and Native pupils, and, besides, has given much attention to primary schools for boys and for girls, especially for the latter, having more girls' schools and more pupils in the same than all the Government girls' schools combined.

It is but one indication of the deep interest taken in the people of India by the Christian people of America that a single gentleman, the Rev. Dr. Goucher, of Baltimore, should at his own expense, support 100 village schools for boys, the same number for girls, and, besides, establish 100 scholarships in the Goucher High School at Moradabad. This great work—certainly worthy of recognition by the

Government—began in 1882, and represents an annual expenditure of at least Rs. 10,000. Those most familiar with these “Goucher schools” testify to their efficiency and success : thousands and tens of thousands of Rohilkund villagers are grateful to their far-off patron for his munificent liberality.

As we learn from the Director’s Report, in five districts, *viz.*, Dehra (American Presbyterian Mission), Kumaon (the London Mission at Almora,) Gorakhpur, Basti and Azimgarh (the last three representing the C. M. S.) the Government has no *zilla* schools, the work being carried on by the Mission schools. It is the same in Garhwal, where the Anglo-vernacular Middle School of the American Methodist Mission at Paori takes the place of the Government School, and has in its Hindu boarding-house (quite separate from the Christian boarding-house) upwards of 100 boys from various parts of the District. The popularity of these schools, especially the well-known institution of the London Mission at Almora, established long years ago by the Rev. J. H. Budden and now known as “Ramsay College,” is shown in many ways especially in the large number of pupils in attendance.

In the city of Lucknow, ever since the Mutiny the Missionaries, especially those of the Church of England and the American Methodist Mission, have had much to do with the cause of education. Both these Missions began work here in September 1858, while affairs were still in a chaotic state. Schools were at once established, and these were so vigorously conducted and became so popular, that evidently the Government felt that the field was fairly well occupied : at least it did not establish a *zilla* high school in Lucknow as it did in the other eleven Districts of the Province. The Hossainabad school of the American Mission (virtually a high school with a Missionary Superintendent) from 1861 to 1864 was the leading school in the city : one of the wealthiest Rajas in Oudh brought his son to be admitted as a pupil and he and his friends contributed the sum of Rs. 1,000 for the new school building erected in 1863.

Canning College was not established until 1864, and two years later it was affiliated with Calcutta University: this well-known institution has, of course, largely taken the place of the *zilla* school, but with

the opening (on July 1st) of the new "Jubilee High School," the high school department of the college will presumably be abolished, leaving the college for purely collegiate work. Besides the Lal Bagh Girls' High School (with which is associated the newly-opened Woman's College), Lucknow has at present three high schools for Native students, and is at last well supplied. The Municipality has done comparatively little thus far in the way of middle and primary schools, but has decided to open several new schools at once. The Centennial High School of the American Mission has an attendance of 475 [550] pupils and will soon be raised to collegiate grade : the Church Mission High School has upwards of 300 students. The Wesleyan Mission of late years has established a number of schools of various grades.

Passing by the lower standards, the following are the results of this year's examinations so far as Mission schools in the N.-W. P. are concerned :—

Calcutta University Entrance—passed	...	101
Punjab Do. do	...	1
First Arts Examination do	...	7
B. A. Examination (one institution only, the L. M. S. College at Benares)	...	3

It is hardly fair to institute a comparison between the Mission schools and Government institutions in the matter of "passes." The Government pays liberal salaries, and can therefore command the best talent in the market, while the Missionaries, with absolutely nothing to offer in the way of pension and no "reserve fund" for emergencies, are compelled to make every rupee, whether from England or America, go as far as possible, and in case of a deficiency are expected to be brave enough to beg what may be needed. The rivalry between the two classes of institutions—for rivalry there will ever be—should be of the friendliest nature: parents and guardians who do not wish to patronise Mission schools, will, of course, not do so; those who prefer sending their children to schools where the Bible is taught and religious instruction regularly imparted will continue to do this.

There are many Mission schools not aided by Government. In some instances the managers prefer to be independent; in others applications for grants have been made, but without success. Probably if there were less "red tape" connected with the subject of grant-in-aid more Missionaries would apply for help, and the good work they are doing would be extended, perhaps doubled, in efficiency. Especially in the matter of female education the Missionaries seem to be able to conduct their schools more cheaply and successfully—thanks to the efforts of self-denying ladies—than Government. It may be fairly questioned in view of the history of the past forty years, if the Government could not afford to be more liberal to the Missionaries.*

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II. A FAR-REACHING WORK.

In these eventful days when so great an interest and such heartfelt sympathy are being manifested for the women of India—a phrase which, unfortunately, must for years to come include many half-grown girls—when the liberal response to the well-timed appeal of Her Excellency Lady Dufferin is such that the penurious pessimist must be woefully dismayed at heart, the public doubtless is glad to be apprised of every effort put forth for the amelioration of the woes that beset the girls and women of India. The ordinary observer sees but a small part of the work that is being carried on with this object in view, for the simple reason that the workers, as a rule, are averse to publishing the results of their efforts, preferring to labour silently, content with the reward which every unselfish act brings. Not scores but hundreds of ladies, coming from England, Scotland, Ireland, the Continent and America, are going forth day after day, taking light and sunshine into comfortless *zenanas*, superintending hospitals and dispensaries, and carrying on schools for girls and women. The hospital and dispensary are essential, and, thanks to the efforts of Lady Dufferin, these will

* In pleading for an extension of primary schools, the writer has not a word to say against the proposed N.-W. P. University. All who are familiar with the educational wants of the Provinces will agree that the time for founding such a University has fully come: its establishment will be fitting close to the successful administration of our present Lieutenant-Governor.

soon be multiplied, bringing relief to hundreds of suffering women. The school is also needed to help in bringing in the glad day when these untaught but not ignorant daughters of India shall be permitted to approach and drink of the Pierian spring. It is not a little thing that in a single mission in the North-West Provinces, founded not many years ago by the American Methodists, there are at present upwards of 3,800 girls reading in girls' schools of various grades from the high school to the primary. Of these about 2,700 are Hindu and Mahomedan girls ; the others are Christians, mostly children of Native converts. Of the entire number, 3,068 are in vernacular, and 738 are in Anglo-vernacular schools. Year by year the latter number increases—a fact which shows that the growing desire for an English education is not confined to boys and young men.

Native Christians especially are desirous of having their daughters study English, as the advantages are obvious ; and many a catechist, stationed in some out-of-the-way village, is denying himself in order that his daughter may attend the boarding school where, in addition to her own vernacular, she will be taught to read and write the English language. In these Anglo-vernacular schools the Oriental languages are not neglected ; they are wisely taught along with the English ; and those who think that only clever boys and aspiring young men can master those poorly printed but vigorously read volumes—the *Gulistan* and *Bostan*—should visit the girls' school in Lal Bagh, Lucknow, or in Moradabad, in either of which they will find good Persian scholars—*girls*. Most of the vernacular schools are of low grade, teaching the primary branches ; many are in villages, especially in Rohilkund. In Oudh there are but few village girls' schools. The average enrollment in each of these schools is 20 ; in the Anglo-vernacular schools it is larger, in several instances exceeding 100. In one or two cities, such as Lucknow, where nine-tenths of the pupils are Mohamedan children, whose parents think they are conferring a favour upon the missionary lady or school Inspectress by permitting their daughters to attend school, it is found necessary to use *dhoolis*, and the girls are carried to and from school. This involves considerable expense in which the part defrayed by the parents is *nil* ; but the girls are promising, and despite such

grievous discouragements as early marriages, and an almost unbroken succession of religious and non-religious festivals and holidays, the results are such that the ladies of the Mission continue to meet the expense, hoping that a better day may speedily dawn.

The Girls' Orphanage at Bareilly, so long superintended by Miss Sparkes, now in America, is cared for by Miss English assisted by Miss Lauck. It contains 287 girls and so far as we know is the largest girls' orphanage in India ; it is certainly one of the best-managed. The girls are well cared for and make fair progress in their studies.

There are in all nine boarding schools, seven for Native girls, one for both European and native girls (at Cawnpore), and one for English girls (at Nynee Tal). Three of these are High Schools, seminary rank, at Lucknow, Cawnpore and Nynee Tal. The oldest and next to the largest is at Moradabad ; it was opened with two girls in 1868, and now has 100 boarders, with several day scholars. During most of this time it has been superintended by Mrs. Rev. E. W. Parker. A beautiful new building for this school was opened last week. It was a memorable day. The morning service was for women only, and at least 500 were present most of them Hindus and Mohamedans. The school girls sang and recited in English and Hindustani ; a Hindu teacher read an essay, giving a history of the school, and a young woman, a student of the Agra Medical College, read an essay on medical work. Such a large company of women is seldom seen in any of our stations. In the evening a general meeting was held ; the house was crowded.

The High Schools at Cawnpore, long superintended by Miss Easton, now by Miss Harvey, and at Lucknow, "Miss Thoburn's school," at present cared for by Miss DeVine, have done remarkably well in the entrance—matriculation—examination this year. The Lucknow school sent up two candidates, both Native girls, and both passed, one in the first division, which indicates marked proficiency. Six girls appeared from the Cawnpore school ; three of these passed, two in the first division ; one a Native girl. Nothing succeeds like success ; and these facts show as nothing else could the efficiency of the schools and the excellency of the teaching. Like results may be expected in future years.

At present quite a number of girls in these various schools are preparing to study medicine with a view of practicing. The Orphanage this year sends five, the Moradabad school two, the Bijnour school two while three girls have come from the far-away mountain station, Pitoragarh, well up in the Himalaya mountains. This is an encouraging illustration of the willingness of those who naturally must be expected to prepare for this very useful and helpful work ; and it is hoped that these Native Christian girls will do credit to themselves, to the schools they represent and the good cause to which they are dedicating their lives.

The Rev. Dr. Goucher, of Baltimore, is supporting a large number of village schools for girls in various parts of Rohilkund, and is thus building a monument more durable than brass by providing for the education of thousands of boys and girls. Most of these village schools are doing very well indeed, and are centres of helpful influence. The great difficulty in respect to these vernacular schools is the lack of teachers. Candidates are not wanting, but when tested they generally fail. The ordinary applicant is able to read, and, after a fashion to write, but as to the mysteries of geography and grammar and the intricacies of arithmetic she is sadly uninformed. Years ago an indulgent father—a Hindu Wilberforce perchance—had his daughter taught to read, and the lessons of those early days, learned in parrot-like fashion, are still fresh in mind ; “ only this and nothing more.” For its own schools and for others the Government would do well to establish a first class Normal School for women at Lucknow. No better centre could be found ; and Rs. 10,000 expended on a building, somewhere near the native city, together with a monthly expenditure of Rs. 200, would be sufficient at first to maintain such an institution, while the result, with proper superintendence, would be a supply of better teachers for girl’s schools.

